Chapter 5
Effort and Motivation

We have each, at some time, taught a class that just did not go over well. What went wrong, we wonder. We prepared carefully, knew the material well, delivered the information precisely, but our students didn't get the information, and didn't care. We may have walked away assuming the students just weren't motivated; they just didn't try to understand.

How do our personal experiences and viewpoints color what we see in our students? Let's examine some of the assumptions we share about the effort our students exert and what energizes them to learn. We may find out that nothing went wrong—except our assumptions about effort and motivation.

Assumption #1: Students don't put a lot of effort into the work that they turn in

It's easy to jump to this conclusion when we look at the papers that are handed in by some of our students. But demonstrated achievement doesn't necessarily equate to the amount of effort that a student puts into his or her work. Recent surveys of middle and high school students found that African American and Hispanic students often put in the same amount of time on their homework but are less likely to complete it because they understand less of what is taught or what they read (Ferguson 2004). As a result, many of us assume that an incomplete or missing homework assignment always means less effort was made when it may not mean that at all.

From another view, we have learned over the years that students perceive their capacity to do work quite differently. Some students see capacity in terms of their innate ability ("Girls just can't do math.") while others see it in terms of effort ("If I just try hard, I can accomplish anything.") Educators have a critical role in helping students and encouraging parents to emphasize the role of effort over ability when students confront new or difficult tasks. (Corbett, Wilson, and Williams 2002).

Assumption #2: My students are unmotivated

Who hasn't heard a student say, "I'm bored – why do we have to do this?" What motivates you may not be exactly the same as what motivates your students, but that doesn't mean that your students aren't motivated. Often, the key to success is recognizing that all students are motivated for success in some area, and we have to find ways to tap into that area to build a motivation for academic success.

Enduring Understanding: Effective educators of culturally and linguistically diverse students understand the importance of building on students' interests, experiences, and knowledge to motivate and engage them in their learning.

Optimal instruction for culturally and linguistically diverse students:

- Recognizes the distinction between intrinsic and extrinsic motivation
- Allows the expression of student interests and uses those interests to guide instruction
- Provides constructive and regular feedback, using errors as opportunities for learning in ways that honor and respect students' developmental levels

CREDE Standards for Effort

- Joint Productive Activity – Educators and Students Producing Together: Facilitate learning through joint productive activity among educators and students.
- Student Choice: Encourage student decisionmaking.

One key strategy has been identifying research or service projects that are relevant to students' communities. Berman (1997) reports on long-standing strategies to engage students by offering realistic courses on contemporary social problems, discussions of current issues where divergent points of view are shared, cooperative learning projects where students learn about and address social problems in and outside of school, service learning projects, cross-age tutoring and mentoring of students new to the country. Not only do such teaching strategies help to motivate students to develop new skills and knowledge, but they also help them to develop responsibility for their community and society.

Assumption #3: There is nothing I can do to motivate my students

We all understand the difference between intrinsic and extrinsic motivation. We provide extrinsic motivation in a number of ways (e.g., grades, rewards for success, gold stars for compliance to rules)–some of them work for all students, some don't. But what about intrinsic motivation–the continuous effort that is driven by students' own desire for excellence and achievement? According to Jere Brophy of the University of Chicago Department of Teacher Education, motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others—especially parents and teachers" (quoted in Lumsden, 1994). Thus, we find that there is something educators *can* do to help increase students' intrinsic motivation:

- Be explicit in what you expect of students, letting them know what excellence looks like;
- Communicate through action and words that you will not give up on the student; and
- Encourage students to help each other when they are having trouble (Ferguson, 2004)

Moving beyond these assumptions, what does the research tell us?

In *Effort and Excellence in Urban Classrooms: Expecting–and Getting–Success with All Students* (Corbett, Wilson, and Williams, 2002), the authors look at the assumptions that we make about the capabilities of culturally diverse learners, including students from low-income families. They share examples of teachers and schools that capitalize on students' intrinsic motivation with a focus on what the students can do rather than what students can't do, and build on the fact that success builds the motivation in students to succeed.

Some researchers have argued that students who have developed an "entity" view of ability—they see their ability as fixed and limited—can benefit if they receive training that shifts them to an "incremental" view of ability. This incremental view helps students see ability as something that can be developed—little by little—through practice. To encourage this incremental view and help students improve their effort, educators can act more as resources for their students than judges, focus students more on learning processes than on outcomes, and help students see errors as natural and useful parts of the learning process rather than as evidence of failure. (Dweck and Elliott, 1983)

How does an understanding of our students' culture help us motivate them to excellence?

How does culture—the language, ethnicity, economic circumstance, and daily experiences of a student—affect motivation? Having some understanding of what is happening in students' lives can help you understand what would affect their effort and motivation to do well in school. Knowledge of what that student has to overcome to complete schoolwork can give you an idea of what you could do to help the student overcome those obstacles. For example, is the student expected to work after school to help support the family? Does the student have responsibility to care for siblings? Are there adults in the family who speak English and can help the student with homework? Has the student moved from school to school, making it difficult to keep up with the curriculum? What about the effect of traumatic events such as the loss of a parent? You can't "fix" most of these things, but knowing about them can help you to make adjustments and provide support for the student.

Based on research findings, we know that motivation depends on the extent to which teachers are able to satisfy students' needs to feel in control of their learning, feel competent, and feel connected with others. Ferguson (2004) counts as one of the central tasks of classroom social and intellectual engagement the balance between teacher (educator) control and student autonomy. When educators allow students to have significant input into learning goals, classroom activities, and daily routines and procedures, students are likely to feel more autonomous and motivated to participate.

In fostering competence and industriousness, educators can provide learning experiences that involve both creativity and critical thinking. Connectedness involves strategies such as advisory programs, cooperative learning, peer mentoring and counseling, and community service. A climate of care, concern, trust and respect also engenders a feeling of connectedness in a classroom.

How can we tell if students are making an effort when we can't see them doing it?

How many times have you struggled to complete some task, only to watch another individual breeze through it almost effortlessly? As educators, it's helpful to remember that a student getting a lower grade may have actually put more effort into their work than a student receiving a higher grade. That struggling student may need more encouragement and positive feedback to sustain their motivation to keep trying. You can acknowledge and recognize the effort they put out, even if they don't reach the standard that is set.

The Tripod Project at Harvard University found that African American and Hispanic middle and high school students actually put as much time and effort into their incomplete homework as other students invested in their completed assignments (Ferguson, 2004). Why the difference? Hispanic and African American students often did not understand the material enough or did not have parents who could help them understand and therefore couldn't finish the homework. So who made the greatest effort: those with completed homework or those without? The answer is not immediately clear.

Are grades the only reward students should be trying for?

Despite the emphasis placed by state and federal mandates on accountability systems, student effort is important not just in terms of grades and standardized tests. Effort is important for character development, life skills, and success in work and the community. While many students are not motivated by the assignment of grades, we can look outside the classroom to see what does motivate them and find ways to build on those activities in meaningful ways that

will affect students' lives as well as their academic success.

How much do other school staff understand about effort and motivation?

OK, so you understand how hard your students are working, but what happens when your principal walks in the door and doesn't see every student working in the same way? Other adults in the school–administrators, teachers and ESPs, even parents and volunteers–need to recognize that there are variations in the way students work and differences in what student effort looks like. For example, administrators would benefit from understanding variations in effort and how that impacts what may be happening in a classroom–not all students and classrooms will look the same, and there needs to be dialogue with the teacher to avoid problems when evaluations are made, feedback is given, etc. You may have to take the initiative in sharing this information and starting the conversation.

It's also important for you to have a good working relationship with families to support students and motivate them to do their best. You can learn from parents about what motivates their child, and what levels of effort they are seeing at home when their child is working on homework, family responsibilities, and hobbies. You can help parents understand what's going on in the classroom and how to help their child do their best work. But as you talk to families, you need to be careful not to fall into the trap of making assumptions about what is influencing the student based on their culture – not all poor students have parents who are uninterested in what happens in school and not all Asian students are motivated to be straight "A" students. Effective family-school communication requires us to shape our conversations carefully with families to enlist them as partners in their child's success.

Chapter References

Sheldon Berman, *Children's Social Consciousness and the Development of Social Responsibility* (Albany, N.Y.: State University of New York Press, 1997).

Dick Corbett, Bruce Wilson, and Belinda Williams, *Effort and Excellence in Urban Classrooms: Expecting—and Getting—Results With All Students* (New York: Teachers College Press, 2002).

Carol Dweck and E. Elliott, "Achievement Motivation," in P. Mussen (Ed.), *Handbook of Child Psychology. Vol. 4., Socialization, Personality, and Social Development* (New York: Wiley, 1983), 643-691.

Ronald Ferguson, *Necessary Policies and Practices to Close the Student Achievement Gaps*, Presentation to NEA Symposium on Critical Issues for Educators (Washington, D.C., 2004).

Linda S. Lumsden, "Student Motivation to Learn," *Eric Digest* 92 (June, 1994): 94.

Educator Check-In on Effort (How Am I Doing?)

Directions: Review the list below. Place a check by those items you practice on a consistent basis. Feel free to discuss these items with your colleagues to expand your practice.

1. ____ I provide regular opportunities in which I, as teacher/facilitator, collaborate with students on meaningful projects.
2. ____ My students play an active role in generating ideas for curriculum and help to develop some learning activities
3. ____ I encourage students to not feel limited by their perceived ability, but to put forth their best effort in their work.
4. ____ I differentiate my instruction to maximize the learning of each of my students and ensure that I am addressing each student's approach to learning.
5. ____ I use my own errors as opportunities to improve my teaching.
6. ____ I use instructional methods that build on students' strengths and interests as well as their cultural experiences.
7. ____ I communicate expectations about classroom participation, students' ability for mastery, and timeframes for task completion for each of my lesson activities.
8. ____ For each lesson, I provide students with a rationale for learning concepts, skills, or tasks and how the instructional activities relate to their lives.
9. ____ I get to know my students so that I am familiar with the emotional and social barriers they may face to putting forth their best effort.
10. ____ I use students' errors as opportunities to advance learning.
11. ____ I provide frequent feedback and monitor student progress regularly.
12. ____ I communicate often with parents regarding their children's progress, success, and difficulties.
13. ____ I examine my instructional practices to ensure that I am not favoring certain groups of students over others.
14. ____ I include families and members of the students' cultural communities in classroom activities.
15. ____ I vary my instructional groupings to allow for maximum student participation and interaction with me and with other students.
16. ____ I act as a facilitator, guide, mediator, and knowledgeable consultant to my students as opposed to being a "Sage on the Stage."

Priorities for my own professional development

Based on the educator check–in, identify three priorities for your own professional development.

1. _____
2. _____
3. _____

Effort: Approaches, Strategies, and Activities At-a-Glance		
Approaches	**Strategies**	**Activity Number**
Build on Students' Unique Interests	Cooperative learning	1. Carousel Brainstorm, page 5-7 2. Think-Pair-Share, page 5-8 3. Numbered Heads Together, page 5-9
	Promote intrinsic motivation	4. Educator Reflection–Praise vs. Encouragement, page 5-10
Incorporate Authenticity in the Curriculum	Incorporate curriculum and activities that draw on students' lives and experiences	5. Say Something, Write Something, page 5-12
	Use multicultural literature and materials	6. Educator Reflection—Diversity in Literature, page 5-13
	Assess and activate students' prior knowledge for each lesson	7. K-W-L, page 5-16
Differentiate Instruction Based on Students' Academic Needs and Their Interests	Implement activity centers for diverse learners	8. Educator Reflection—Guidelines for Designing Effective Activity Centers, page 5-18

Ready-to-Use Approaches, Strategies, and Activities

Activity #1
Carousel Brainstorm

The "Carousel Brainstorm" is an information sharing structure that allows participants to brainstorm various topics while benefiting from the ideas of others at the same time. It is well-suited to the instructional or scaffolding needs of culturally and linguistically diverse students, as well as shy students.

Lesson Preparation

Grades:	2-12
Duration:	30-60 minutes
Grouping:	Small groups of four
Materials:	Chart paper, markers
Objective:	To encourage equity of participation in generating a variety of ideas about a topic
Assessment:	Individual student participation; equity of participation in small groups

Lesson Delivery

Briefing: Introduce the objectives of this lesson. "Today we are going to brainstorm ideas about _____." Briefly explain to students how they are going to do this. "We are going to collaborate in small groups to create brainstorm lists on the chart paper you see on the walls."

Instructional Frame

1. Assign each group to a chart on the wall. Each chart has a different prompt or question.
2. One member of the group (the "Recorder") should have a marker color that no other group has.
3. Remind students that brainstorming means a flow of ideas, thus:
   - All answers are acceptable
   - Everyone participates
   - Everyone listens to each participant's contribution
   - No discussion or judging of ideas
4. The recorder writes the ideas that group members brainstorm in response to the prompt on the chart.
5. At the educator's signal, students move to their next chart as a group and do the following:
   - Rotate the role of recorder
   - Read the prompt
   - Read the ideas written on the chart
   - Record additional ideas
6. Each group must add something to every chart (it should be a new idea), and may also place a star next to an idea that already has been written that their group strongly agrees with.
7. Activity finishes when groups return to their original charts.
8. Optional extension: When groups return to their original chart, ask them to circle their top three favorite ideas. Each group selects a Reporter. Then, the reporters from each group take turns to share the top three ideas from their chart.

Debriefing

- What worked well in this activity?
- In what ways did we follow our classroom norms?
- What was challenging for you?

- What are other things for which we might use a Carousel Brainstorm?
- How could we do better next time with this activity?

Note: Educators should allow about 1-2 minutes per rotation, and perhaps add on 30 seconds to each as the activity nears the end. To keep up motivation, do not allow the activity to drag.

Irene McGinty and Noni Mendoza-Reis, *Towards Equity: A Guide for Teaching and Learning in a Multicultural Society: Classroom Applications*, (Sacramento, CA: California Department of Education, 1998), 771.

Activity #2
Think-Pair-Share

For the next activity, you may want to develop some ways to pair students with classmates they don't always work with in order to provide a variety of experiences and stimulate different ideas. This activity helps to scaffold or bridge content with academic language, especially for English language learners.

Lesson Preparation

Grades:	K-12
Duration:	l0-40 minutes, depending on number of prompts
Grouping:	Partners
Materials:	Depends on activity
Objective:	To provide an opportunity for students to build academic and conversational language

Lesson Delivery

Briefing: Introduce the objectives of this lesson. "Today we are going to work in partners to help us think about _____." Briefly explain to students how they are going to do this. "We are going to first think about _____, and then find a partner, and share your ideas."

Instructional Frame

1. Educator poses a prompt or question about the concept and unit of study. For example, if a class was studying the fire department and its relationship to the community, the educator might ask:
   - *Elementary*: What does a firefighter do? Think about this for a moment, and share with your partner.
   - *Middle*: When we visit the fire department next week, what will be most interesting to you and why? Think about this for a minute, and share your responses with your neighbor.
   - *High School*: If you were a firefighter, what equipment would you be sure to point out to students on field trips and why? Think about this for a minute, and share your response with a partner.
2. To ensure that all students participate, you may want to have an objective process for picking partners (choose someone wearing the same color, who has a pet, etc.)
3. Allow each student one minute to share with his or her partner after hearing the prompt. You may want to remind them about good listening skills and ask them to listen without responding while the student's partner is sharing.
4. With older students, you may want to give them another minute to respond to what they heard, get clarification, ask questions, etc.
5. When pairs finish, ask students to share some of the ideas they heard. Allow students to discuss

or ask questions as you connect this to the unit.

6. You may want to use several rounds on the same or different prompts. Students can stay with the same partner to discuss the next prompt, or you can have them choose a new partner.

Debriefing

- What worked well in this activity?
- In what ways did we follow our classroom norms?
- What was challenging for you?
- How could we do better next time with this activity?

Activity #3
Numbered Heads Together

"Numbered Heads" is a cooperative learning structure for the introduction, mastery, or review of important information. It encourages engagement, accountability, and cooperation of diverse students.

Lesson Preparation

Grades:	1-12
Duration:	10-30 minutes
Grouping:	Small groups of 3-5
Materials:	Depends upon the content
Objective:	To help students work together to master or review concepts in a manner that ensures equitable participation
Assessment:	Individual student participation, equity of student contributions within the group

Lesson Delivery

- Briefing: Introduce the objectives of this lesson. "Today we are going to work in small groups to help us learn more about _____." Briefly explain to students how they are going to do this. "First, I will ask you a question. Then, everyone in your group will put your heads together to choose a response. One person in your group will share your response to the rest of the class."

Instructional Frame

1. In advance, determine a process for forming heterogeneous groups of three to five students, ensuring that you have culturally and linguistically diverse groups.
2. Students number off within their small team or group. Each student on the team will have a different number.
3. The educator poses a question of the students and asks that they make sure everyone in the group can answer it.
4. Students share among themselves to make sure everyone in their group knows the answer.
5. The educator calls a number at random and the students with that number raise their hands to be called upon to share their groups' response (the educator calls a different number for each question, or "round").

Debriefing

- What worked well in this activity?
- In what ways did we follow our classroom norms?
- What was challenging for you?
- What are other things we might use "Numbered Heads" for?
- How could we do better next time with this activity?

Adapted, Irene McGinty and Noni Mendoza-Reis, *Towards Equity: A Guide for Teaching and Learning in a Multicultural Society, Classroom Applications* (Sacramento, CA: California Department of Education, 1998), 891.

Activity #4
Educator Reflection–Praise vs. Encouragement

Praise is from educator to student and has an external, general focus, but doesn't address the specific behaviors that you want to reinforce. This activity focuses on turning praise into encouragement to build on effort and motivation in diverse students.

Reflection Process

1. Think about the ways in which you provide positive feedback to students in your classroom. Write down some of the phrases you hear yourself say:

_____

_____

_____

_____

_____

_____

_____

_____

2. Read the chart that describes praise and encouragement (page 5-11). Do your positive remarks sound more like "praise" or like "encouragement"?

3. Remember that encouragement focuses on specific student behavior (their work or performance), and does not put a label on the student. Praise is good; but to build self-efficacy, use encouragement.

4. What are some ways you can transform your praise phrases to encouragement phrases? Write some examples below:

_____

_____

_____

_____

_____

_____

_____

Praise Sounds Like:	Encouragement Sounds Like:
"I loved your paper. You are so creative."	"I especially liked the way that you included the background of the characters. Do you think you can explain how you did this to your table group?"
"You are always so cooperative. I like that."	"Your hard work really shows on this. I noticed how you helped your team with each of the stages of writing."
"That's just perfect. Wow!"	"Please check your work. You'll know if you need to spend more time on this if you check it against the rubric."
"You are so organized, great!"	"Your essay showed great organization. Each idea was clearly developed. Your paragraphs had a topic sentence and were followed by two or more supporting sentences."

Activity #5
Say Something, Write Something

Culturally and linguistically diverse students learn best when there is an authentic purpose in the lesson being taught. Authenticity is best developed when educators incorporate diverse students' lives and experiences into their lessons. The writing process offers opportunities for educators to draw upon the students' lives and experiences.

This is an alternative strategy to help English Language Learners and other students to master curriculum content as they read.

Say Something

Lesson Preparation

Grades:	2-9
Duration:	Depends on content
Grouping:	Pairs or small groups
Materials:	Assigned reading materials for content
Objective:	To provide students with an oral strategy for responding to literature and nonfiction texts (science, social studies, etc.)

Lesson Delivery

1. Students choose a selection to read.
2. Students select their reading partner.
3. Partners decide how much of the text to read silently before stopping to "Say Something."
4. Both students comment on what was read, author's style or tone, comprehension problems, personal connections, what the passage made them think of, images that came to mind, etc.
5. Process is repeated.
6. Can also be done in a large group when teacher is reading aloud and stops for quick oral responses.
7. Can use the same process when showing a short video clip as a pre-reading activity.

Write Something

Lesson Preparation

Grades:	3-12
Duration:	Depends on content
Grouping:	Pairs or small groups
Materials:	Assigned reading materials for content
Objective:	To provide students with a writing strategy for responding to literature and nonfiction texts.

Lesson Delivery

1. Copy a page of text and allow space for large margins in which students can write their comments.
2. Students may write their comments while they read and follow the same procedure as in the "Say Something" activity.
3. Students may also use "post-it" notes to write their comments and leave them on the pages of the book rather than copying the actual text.
4. The notes students produce will serve as guides for "Say Something," for studying for a test, or for writing summaries.

Cristina Sanchez-Lopez, Ph. D.; Education Consultant, Illinois Resource Center, 2003.

Activity #6
Educator Reflection—Diversity in Literature

Why is multicultural literature so important? Children need every kind of role model that is appropriately available. Our children come from an incredibly wide range of backgrounds and have many different ways of experiencing the world. We need to read and experience, with authenticity, things that come from their point of view to be a fully rounded human being.

Sometimes books are written by people who imagine a world they've never lived. As a result, we get books full of factual errors, stereotyping, and pictures that are not helpful to anyone. Look at the sources cited and the acknowledgements made by the author. It's important to get a clear and detailed citation—if that's missing, be suspicious. If you come across a story that is described generically as "an African story," for example, instead of being tied to a specific tribe or region, you should question its authenticity.

Unfortunately, even today, we see books with pictures of other cultures that are the equivalent of Italians wearing kilts and speaking with German accents.

Educators and parents can make multicultural literature a part of the fabric of everyday life by taking a few simple steps:

- Check the culture connection. Read author bios from flap copy, reviews, and publishers' Web sites to see if the author/illustrator has more than a casual connection to the culture.

- Cross cultural borders. Don't wait for Black History month to recommend a book about African American culture, or go looking for a book about Native Americans at Thanksgiving. Offer a child balanced reading that incorporates books about other cultures all year round.

- Infuse multicultural books across the curriculum and in read-at-home activities. During math, try a counting book with an ethnic flair. Experience history from another's cultural standpoint. Have readers role play characters from cultures outside their own during social studies.

- Broaden your own palate. Model reading on your own. As adults, we all have our favorite genres and authors. But when was the last time you read out of your comfort zone to explore another culture?

- Buy and recommend multicultural books – for yourself, your kids, to donate, as gifts for others. Bottom line, publishing decisions are based on simple economics: If you buy it, they'll print more!

- Befriend your school library media specialist. These children's literature specialists can recommend quality multicultural books from authentic sources as well as share book reviews, catalogs from multicultural publishers, and other trade resources such as the *MultiCultural Review*, *Horn Book*, and *School Library Journal*.

- Stay abreast of trends. Seek out professional forums, periodicals, online journals, discussion groups, book fairs, and trade shows to help expose you to the wide range of good choices that are available.

NEA's Read Across America is a year-round literacy program that celebrates the joy and importance of reading. NEA's Read Across America has helped to establish the National Education Association as a leader in the literacy field with bilingual programs, community service literacy programs, literacy materials for all ages, and its national celebration of reading on March 2, Dr. Seuss's birthday.

Read Across America provides educators with a variety of resources on multicultural literature. For a list of publishers of children's books in languages other than English, check out the Read Across America Web site, www.nea.org/readacross.

On the following pages you will find a list of Web sites that promote multiculturalism through literature.

Celebrate Reading 365 Days a Year: Multicultural Web Resources

Resources for promoting multiculturalism through literature in the classroom abound on the Internet! They don't call it the World Wide Web for nothing! Browse for a bit at any of the following sites and you're sure to find ways to open windows on the world for your students.

- *Celebrating Cultural Diversity through Children's Literature* contains links to annotated bibliographies of children's multicultural books appropriate for the elementary grades (kindergarten through grade six). Cultural groups currently listed include: African Americans, Chinese Americans, Latino/Hispanic Americans, Japanese Americans, Jewish Americans, Native Americans, and Korean Americans. www.multiculturalchildrenslit.com/

- *The Multicultural Pavilion* by Paul Gorski features teacher resources, original essays and articles, educational equity information, classroom activities, Listserv, poetry, songs, film reviews, and more. http://www.edchange.org/multicultural/index.html

- Jean Mendoza and Debbie Reese, "Examining Multicultural Picture Books for the Early Childhood Classroom: Possibilities and Pitfalls," *Early Childhood Research and Practice*, Fall 2001, vol. 3, no. 2. http://ecrp.uiuc.edu/v3n2/mendoza.html

- Mary Northrup, "Multicultural Cinderella Stories,"*Book Links*, May 2000, vol.9, no.5. www.ala.org/ala/booklinksbucket/multicultural.htm

- The *Multicultural Review* is dedicated to a better understanding of ethnic, racial, and religious diversity." Features articles and book reviews. www.mcreview.com/index.html

- Culture for Kids offers products for teaching about languages and cultures, but also includes a Multicultural Holidays and Events calendar on its Web site. www.cultureforkids.com/resources/multiculturalcalendar.tpl?cart=1088047347812367

- Students can take the "Culture Quest World Tour" from the Internet Public Library. www.ipl.org/div/kidspace/cquest/

- "How to Choose the Best Multicultural Books" article from *Scholastic Instructor* with leads to 50 great books, plus advice from top educators, writers, and illustrators on how to spot literature that transcends stereotypes. http://teacher.scholastic.com/products/instructor/multicultural.htm

- Scholastic offers tips, lesson plan ideas, and ready-to-go activities in its *Teachers' Timely Topics for Multiculturalism and Diversity*. http://teacher.scholastic.com/professional/diversity/index.htm

- The Assembly on Literature for Adolescents (ALAN) offers booklists for middle and high school readers. www.alan-ya.org/

- Judy McDonald, "A Multicultural Literature Bibliography," *The ALAN Review:* Spring 1996, vol.23, no. 3. http://scholar.lib.vt.edu/ejournals/ALAN/spring96/mcdonald.html

- With the online Scholastic activity, "Global Trek," students can read and learn about countries around the world and share thoughts, feelings, and opinions with students from other nations and cultures through "Classport," an electronic classroom exchange. http://teacher.scholastic.com/activities/globaltrek/classport_tips.asp

- From K-Read School and Library Promotions, a bilingual word search that incorporates English and Spanish words into a literacy-themed word find at http://www.kread.com

- At Reading Online, learn more about "Bilingual Books: Promoting Literacy and Biliteracy in the Second-Language and Mainstream Classroom" from Gisela Ernst-Slavit and Margaret Mulhern. http://www.readingonline.org/articles/ernst-slavit/

- English/Spanish bilingual books booklist for children from the Fairfax County, Virginia Public Library. https://www.fairfaxcounty.gov/library/reading/elem/bilingualbooks.htm

- Interested in what other countries do to promote reading and literacy? Visit http://www.ekebi.gr/main21/xi.html for names, addresses and Web sites for reading promotion organizations from around the world!

- At the Global Café, a partnership between the Peace Corps and NewsHour Extra, teens can find out what it is like to go to school in Lesotho, Africa, or check out world views from other countries at http://www.pbs.org/newshour/extra/globalcafe/peacecorps/.

- *Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding* includes short, adaptable lesson plans and activities for grades 6-12 that build cross-cultural awareness, respect, and communication in the classroom. http://www.peacecorps.gov/wws/bridges/index.html

- "The International Peace Museum"developed by students at Indian Hill Primary School in Cincinnati, Ohio, offers a look at being a new student in a new country and at its International Day celebration at http://www.ih.k12.oh.us/ps/PEACE/Eastwing.htm.

Adapted from November, 2000 *NEA Today* interview with Joseph Bruchac, Abenaki storyteller, publisher, and children's book author, and the 2005 NEA's Read Across America Member Kit.

Activity #7
K-W-L

Students who come from low-income and/or culturally and linguistically diverse backgrounds learn best when their prior knowledge is activated for lessons. Educators can best access prior knowledge by finding out what students already know about the topic being studied.

Lesson Preparation

Grades: K-12
Duration: 20-30 minutes
Grouping: Whole class or individual
Materials: Chart paper and markers (whole class); or K-W-L worksheet (page 5-17, individual)
Objectives:
- To access students' prior knowledge on a topic and build on it to enhance learning
- To engage students in shaping the development of a unit of study

Lesson Delivery

1. Introduce students to the general topic for the unit of study.

2. Introduce students to the concept of K-W-L:

- K – "What do I know about this topic?"

- W – "What do I want to learn about this topic?"

- L – "What did I learn about this topic?"

Grades K-2: For younger students, complete the activity together as a group on chart paper.

3. Ask the class "What do you know about _____?" Record their answers on the "K" chart. Be sure to allow opportunities for all students to contribute.

4. Now ask the class "What do you want to learn about _____ that you don't know, or that you want to know more?" Record their answers on the "W" chart, again making sure all students can add to the list.

5. Review the "W" list with the class and connect what is listed to the upcoming unit. If there are items that you can't address, you may want to let students know this or use these for supplemental activities. This is the time to let students know about concepts that must be included in the unit to address content area standards.

6. Post the charts where students will be able to see them throughout the unit of study.

7. After the unit is completed, review the lists on the "K" and "W" charts. Ask students "What did you learn about _____ during our unit?" List all of their responses. Compare the results to what students said they wanted to learn. What can you do to address any gaps?

Grades 3-12: With older students, you can use the same group process as listed above. However, K-W-L can be very useful for students to do on an individual basis in order to track their own achievement.

8. After explaining the K-W-L concept, provide each student with a K-W-L worksheet. Ask them to complete the "K" and "W" sections individually.

9. Ask students to share 1 or 2 things they want to learn in this unit. Let them know if there are areas that you won't be able to cover.

10. Ask students to file their individual K-W-L in the appropriate place (folders, student work file, etc.) for later use.

11. At the end of the unit, ask students to complete their sheets by listing what they learned. Ask "Did you learn about all of the areas you were interested in? If not, what could you do to accomplish that?"

12. This informal assessment helps students to measure their learning with more than just a test score or grade. Students can keep these sheets as part of their portfolio.

13. You can also do a mid-unit assessment using either the whole class or individual process in order to check on students' progress and adjust your instruction.

K—What do I KNOW about this topic?	W—What do I WANT to learn about this topic?	L—What did I LEARN about this topic?

Activity #8
Educator Reflection—Guidelines for Designing Effective Activity Centers

Activity Centers are an effective way to design learning experiences that capitalize on students' interests, achievement levels, and motivation. Small group activities that promote joint productive activity (collaboration) provide opportunities for students to use their talents to contribute to a group product. In addition, working in independent activity centers can provide students practice in leadership, interdependency, communication, language development and interpersonal skills.

Activity Centers, when done well, provide the educator time to facilitate small-group instruction.

Activity Centers do take time to establish in the classroom, but they are certainly worth the educator's effort once they are in place. Most students are highly motivated when working in Activity Centers, especially when the tasks are engaging and require creativity. Activity Centers are not the place for rote kinds of learning activities, but rather activities that require collaboration, creative thinking, hands-on activities, and interaction.

It is also recommended that Activity Centers be phased-in over time. Typically, it will take between four and eight weeks to implement an Activity Centers classroom with Activity Centers taking up part (1 or 2 hours) or most (but not all) of the school day. The educator begins this process by spending one to two weeks in creating a classroom community through teambuilding, norm setting, and establishing procedures and routines. The educator then begins to incorporate activity center activities, one or two each week, while teaching students to work independently without educator guidance. Once students are successful in working in centers, the educator introduces procedures for the educator-led small group (Instructional Conversation). The timeline for implementation will vary among educators and is also dependent upon student readiness. It is important that the educator ensure all students are successful in each phase of implementation before moving on to the next phase.

It is important to include a task card for each Activity Center so that students have a written set of instructions that they can easily refer to. This also helps to prevent students from constantly asking the educator, "What do I do?" thus developing a sense of student collaboration and autonomy within their small group. The task card should include the activity center title, language objectives, content standards, materials needed, any activity products to be produced, an assessment, specific directions, and any relevant references. Students need to be able to do the activity with very little teacher direction.

Finally, triple check to ensure that all the resources students might need are available –oversupply! You might want to make a checklist for yourself with a list of supplies needed for each center, including the task card or instructions, the assessment criteria, and all necessary materials.

What follows are some recommended guidelines for creating Activity Centers, developed by the Center for Research on Education, Diversity, and Excellence (CREDE).

Teaching Alive, 2nd Ed., (Santa Cruz, CA: Center for Research on Education, Diversity, and Excellence, 2004), 108.

CREDE Guidelines for Designing Effective Activity Centers: Facilitating Learning and Ensuring Success

- ❒ Determine the content standards or benchmarks and learning objectives this Activity Center (AC) will meet.
- ❒ Decide the learning outcomes students will achieve by completing the tasks at this AC.
- ❒ Design a 'challenging' activity. Challenging Activities are those in which students generate new knowledge by using information to perform complex tasks that require various forms of elaboration such as analysis, synthesis or evaluation. Challenging Activities also include (a) clearly stated, high expectations for student performance; (b) assessment (e.g., rubrics or checklists) by educator, peer, or self; and (c) assistance through modeling, explaining, interacting, and feedback (educator, adult, peer, or self).
- ❒ Include tasks that provide opportunities for students to apply content vocabulary and use content language in discussions or extended reading or writing assignments.
- ❒ Design activities that are relevant to students by connecting new content to students' lives and interests, or drawing on students' prior knowledge and experience.
- ❒ Determine what product students will generate. In many activities, have students collaborate with a partner or in small groups to create a shared product to facilitate student dialogue and peer assistance.
- ❒ Break each task into manageable subtasks to ensure that all students are successful! For some tasks, provide different levels of challenge for students of different ability levels.
- ❒ Include optional extensions for students who work quickly, or those who may benefit from additional, more challenging work.
- ❒ Determine how the product will be assessed, such as with a rubric, points, or a checklist; the criteria for assessment; and whether the assessment will be done by the student, a peer, or the educator.
- ❒ Make activity center instructions (e.g., signs, task cards, or instruction sheets). Design the instructions with the student in mind, considering students' ability levels and language proficiency when determining factors such as font size, number of words, vocabulary, or the need for diagrams, icons, or visual representations.
- ❒ Clearly state your assessment criteria on the task card.
- ❒ Gather and organize resources for each activity center.

Teaching Alive, 2nd Ed., (Santa Cruz, CA: Center for Research on Education, Diversity, and Excellence, 2004).